

**Responsible officer:** Headteacher

Date of last review: February 2024

Date of next review: February 2026



## 1. Introduction

To ensure that all pupils have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem, provide opportunities for self-assessment and help inform target setting.

## 2. Principles

- Marking of pupils' work can have different purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible teachers should provide individual verbal feedback to pupils.
- Where appropriate a brief written formative comment, positive and constructive, should be made on the work.
- The marking of pupils' work, either written or verbal, should be timely and pupils should be given the opportunity to reflect on this feedback as soon after completion as possible.
- With appropriate support, pupils should be given the opportunity to take ownership of commenting on and editing their own work.
- Marking should not confuse attainment with achievement. The emphasis in marking should be on a pupil's achievement/progress.
- Marking should be linked to learning outcomes and inform future planning and teacher judgement about pupil's progress
- Marking procedures and marking standards should be consistently applied across the key stages/school (see marking code).
- Pupils should, where possible, have access to the marking criteria and understand the meaning of the marks/marking they receive (see marking code).
- Parents should have the school's marking procedures explained clearly to them via the school website.
- Marking practices and procedures should be in keeping with the school's overall policy on Assessment, Recording and Reporting Achievement with particular attention paid to Assessment for Learning (AfL) strategies.

### 3. Monitoring and evaluation

Scrutinies of pupil's work and the marking of it will be completed by the SLT on a termly basis and/or subject leaders to monitor the implementation of this policy.

Feedback to staff both individually and as a whole in meetings.

Feedback to the Local Advisory Board meetings

#### Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	November 2014	First version finalised
1.2	March 2017	Reviewed
1.3	June 2019	Reviewed
1.4	November 2021	Reviewed
1.5	February 2024	Reviewed

The Heights - Marking Codes	
I went to the park. or I went to the park. ✓	Good work
10+2=   or 10+2=   ●	Oops - check this!
I went to the beautiful park.	You've excelled!
Purple fix pens	Improving work from feedback
?	Please check this. Does it make sense?
I went for to the park.	Not needed
//	New paragraph needed
I went the park. ^	Missing word
I wnt to the park. or I <u>wnt</u> to the park.	Spelling error - rewrite using correct spelling (given by the teacher)
I went to the park ○	Punctuation missing or a punctuation error
VF	Verbal feedback given
T	Teacher (support)
TA	TA (support)
I	Independent